

Seth

Unit 7 Big Book





Seth

Unit 7 Big Book

Skills Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



Core Knowledge®

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Seth

Unit 7 Big Book

Seth	2
Seth's Mom	8
Seth's Dad	18
Sal's Fish Shop	26
Lunch	32
Seth's Finch	36
Pausing Point (Stories for Assessment and Enrichment)	
Lost Finch	40
Seth's Sled	44
Meg's Tots	48
Hash and Milk	54



Seth

This is Seth Smith.

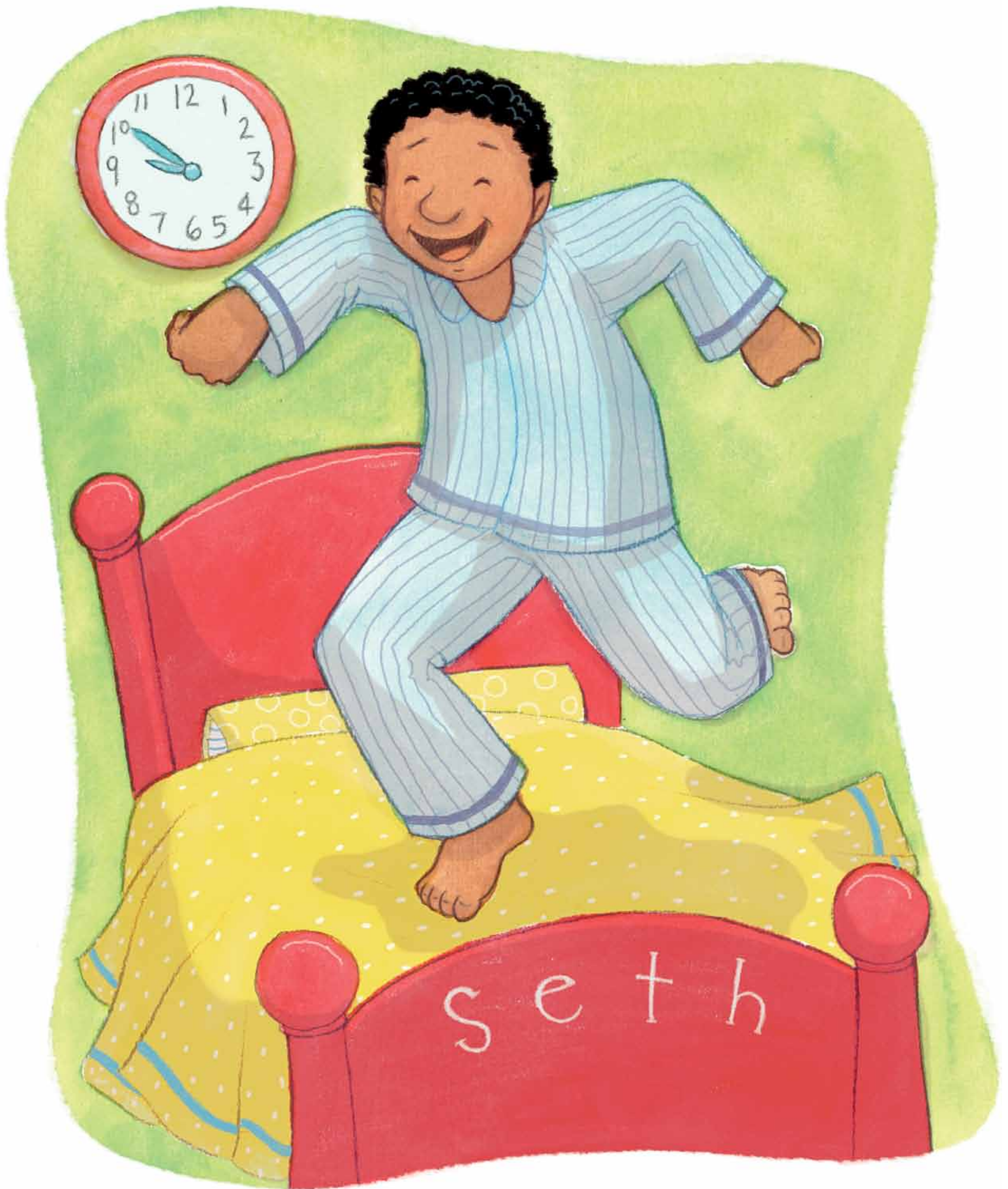
Seth is ten.



Seth must get in bed at ten.

Seth can jump on his bed,
but not past ten.

Seth can stomp and romp
and stand on his hands, but
not past ten.



Seth's dad gets mad if **Seth** is not in bed at ten.



Seth's Mom

This is Pat.

Pat is **Seth's** mom.



Pat can fix **things**.



Pat can scrub, plan, and **think**.



Pat can run fast.



Pat can **sing** **songs**.



Seth's Dad

This is Ted.

Ted is **Seth's** dad.

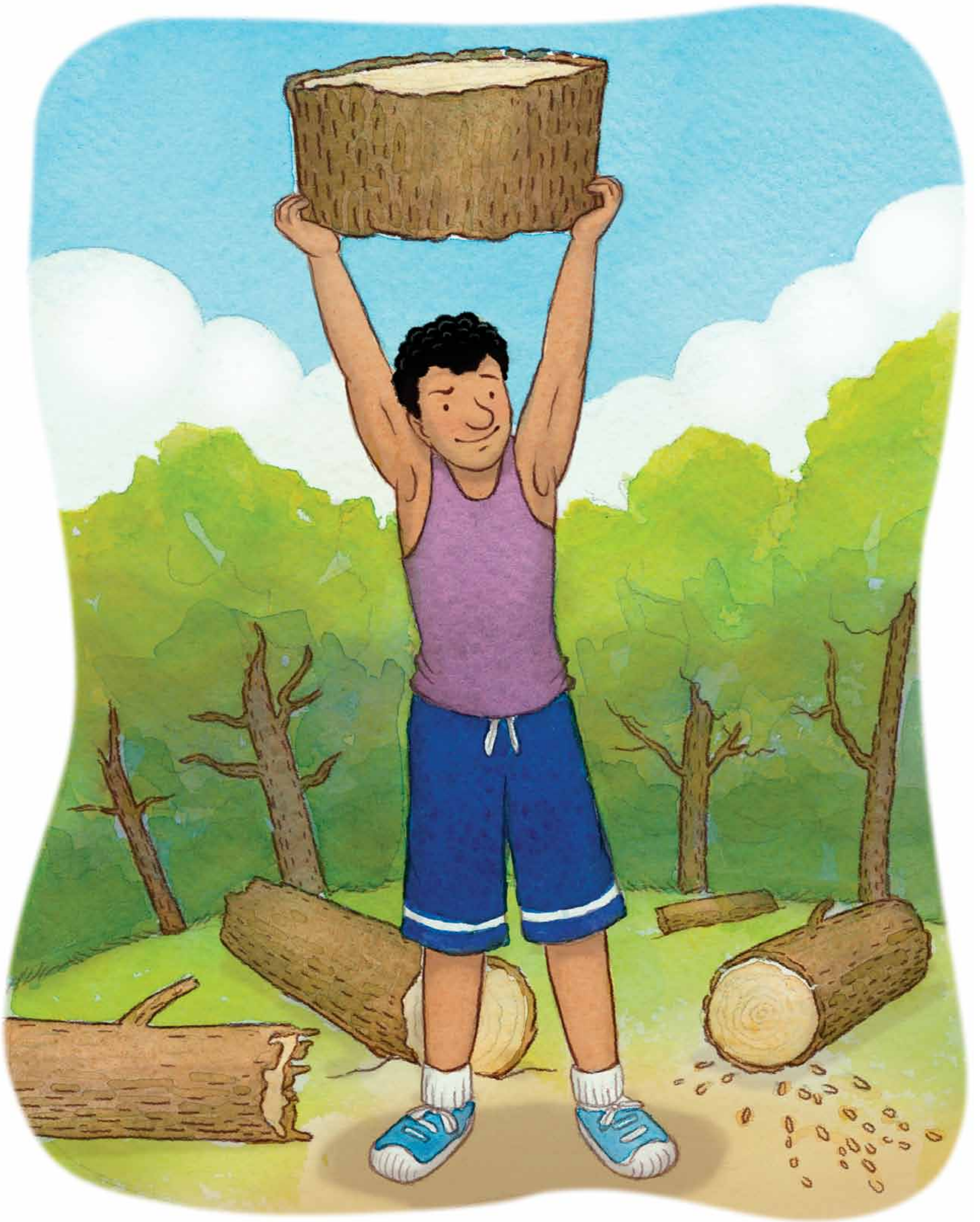
Ted is **strong**.



Ted can **chop** big logs **with**
his ax.



Ted can lift big stumps.

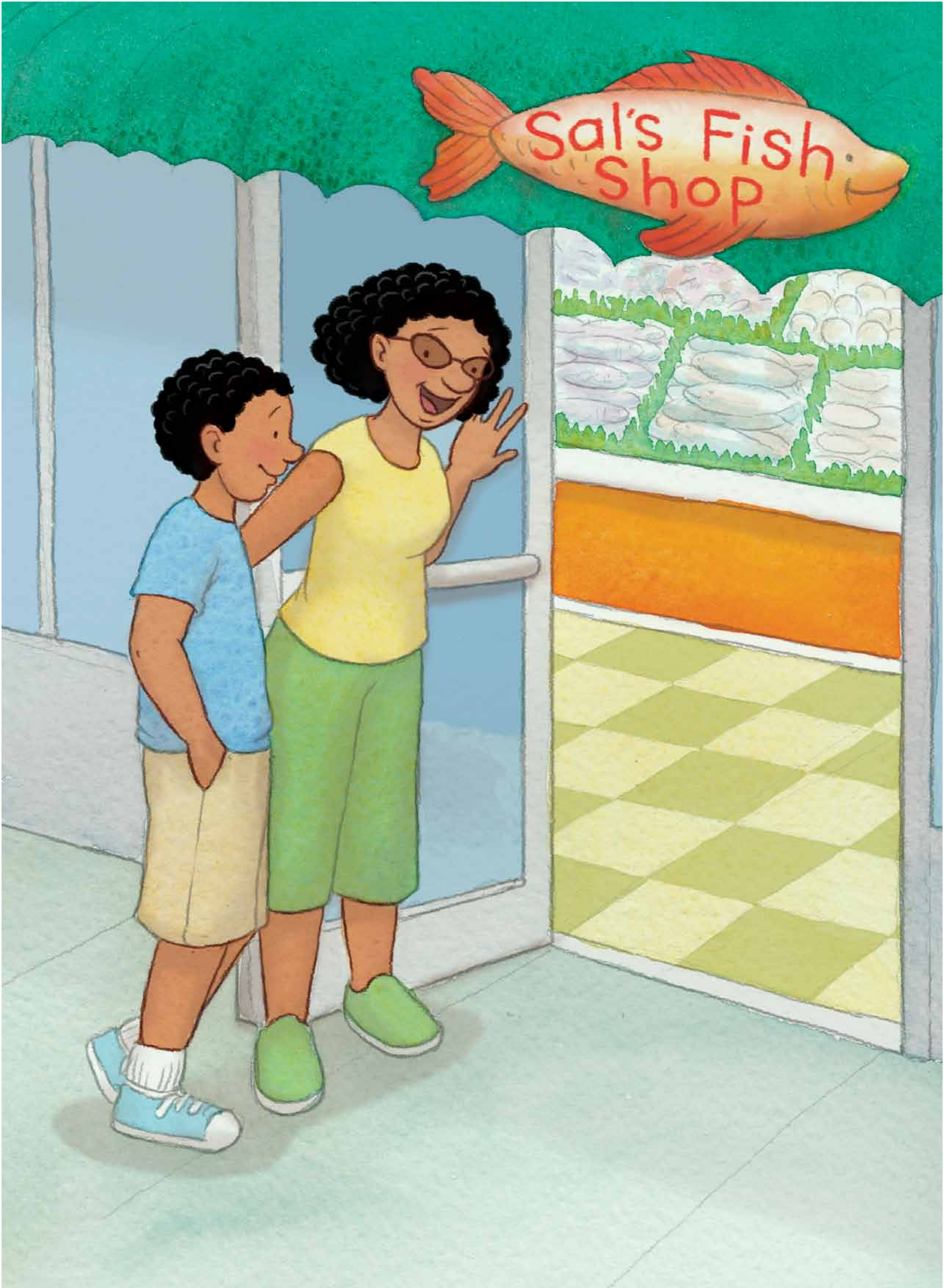


Ted can **crush** tin cans **with**
his hands.



Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



Sal had **fresh fish**.

Sal had **fresh shrimp**.

Sal had crabs.

Sal had clams.

Sal had **squid**.



Pat got **fish** and **shrimp**.



Lunch

Seth had **lunch** **with** his mom and dad.

Pat had **shrimp** and **chips**.

Ted had **shrimp**, **fish**, and **chips**.

Seth had ham and **chips**.



Munch**ch**, munch**ch**.

Crunch**ch**, crunch**ch**.

Yum, yum.



Seth's Finch

That's Seth's pet finch, **Chip**.

Chip can flap his **wings**.

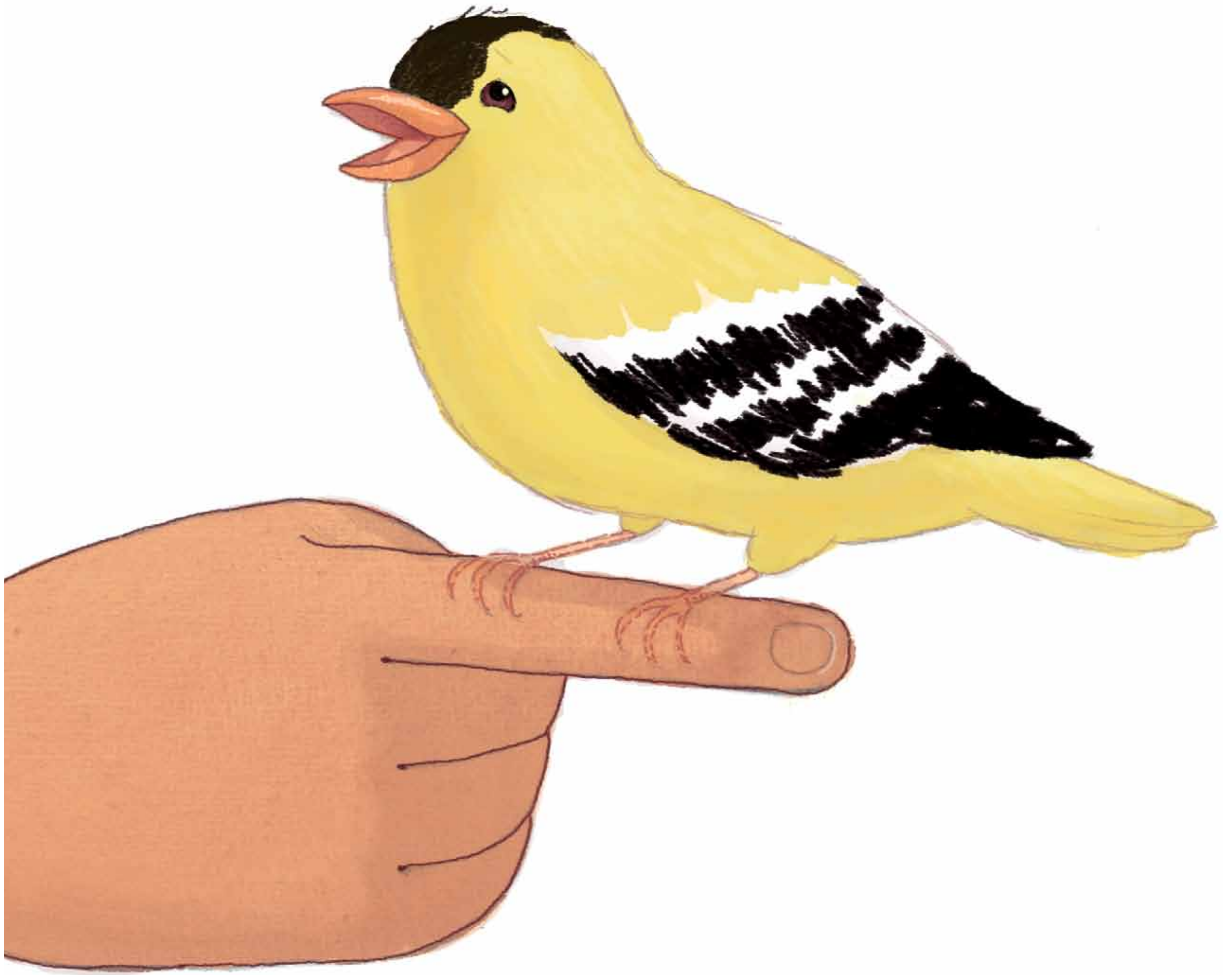
Chip can **munch** on ants and bugs.

Chip can **sing**.



Chip can land on **Seth's**
hand.

That finch is fun!



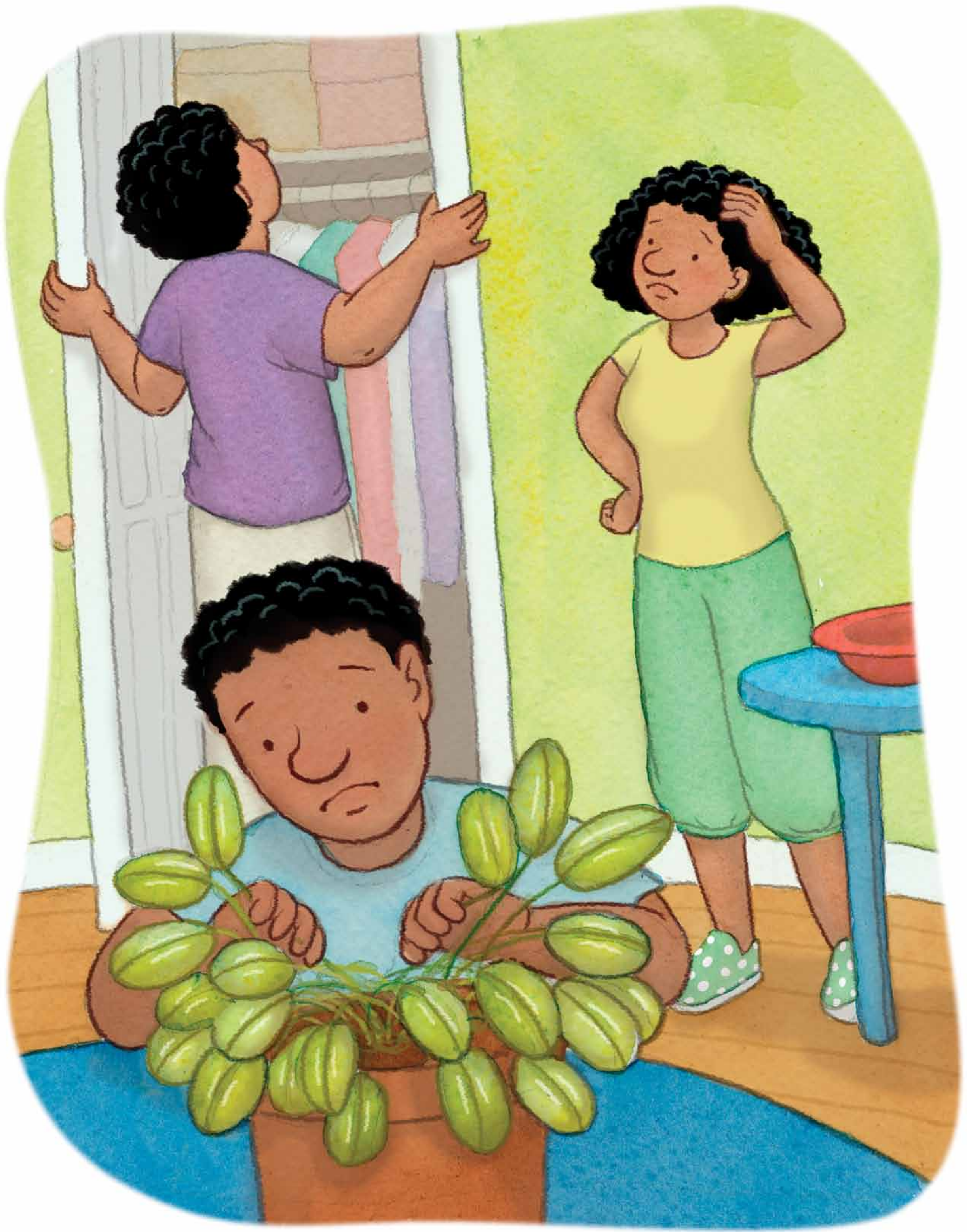
Lost Finch

Seth's pet finch, **Chip**, is lost.

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



Chip is not on **Seth's** bed.

Chip is not on **Seth's** desk.

Then, at last, Pat spots **Chip**.

Chip hid in Pat's hat and slept.



Seth's Sled

Seth's sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.



Then Seth's sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.



Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—**Seth**.

Meg has 5 tots—Tom, Tim,
Max, Sam, and Wes.

Meg has **quints**!



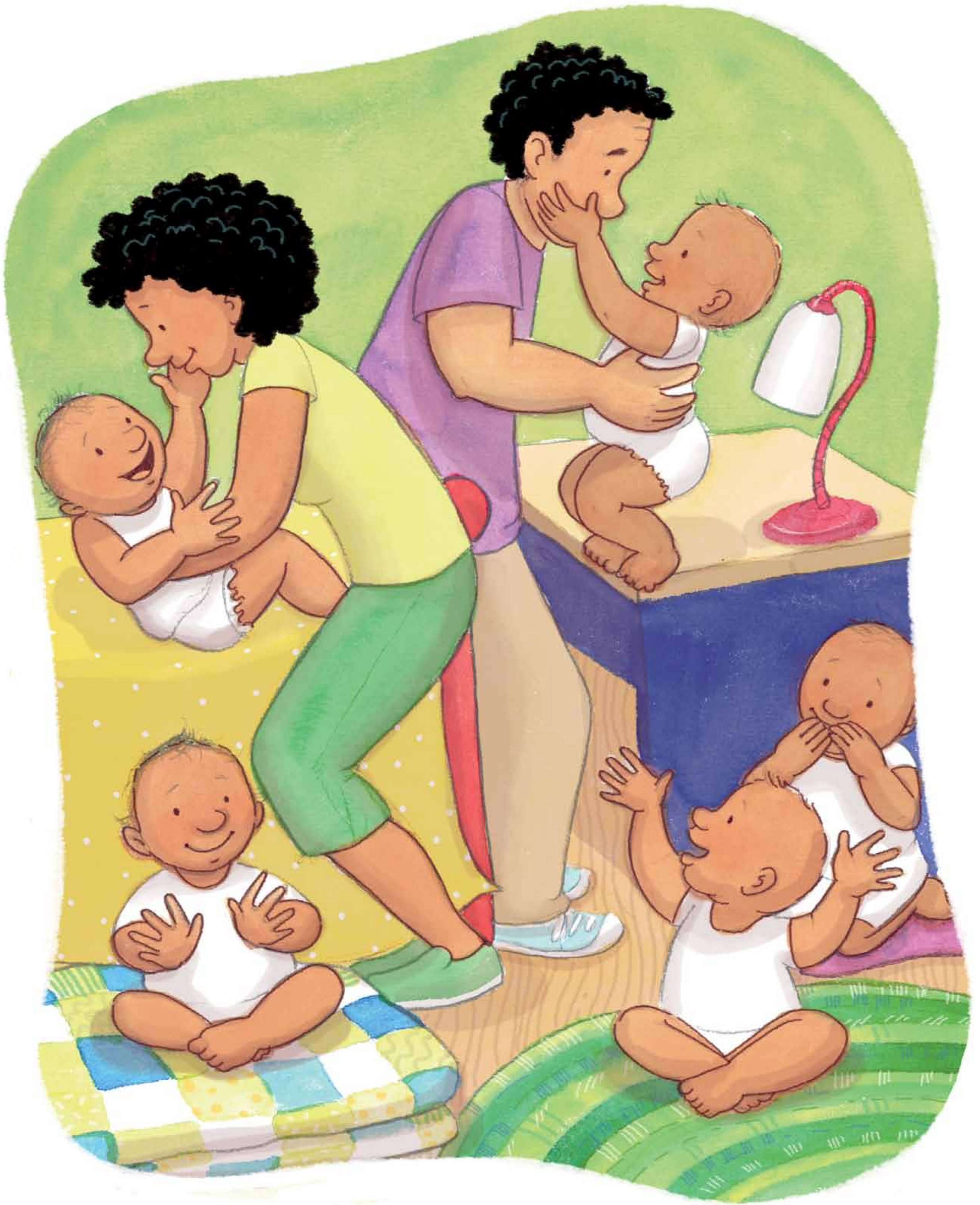
Pat and Ted help Meg.

Pat sets Tim and Tom on
Seth's rug.

Ted sets Sam on **Seth's** quilt.

Pat sets Max on **Seth's** bed.

Ted helps Wes stand up on
Seth's desk.



Hash and Milk

Pat and Ted had lunch **with**
Meg's tots.

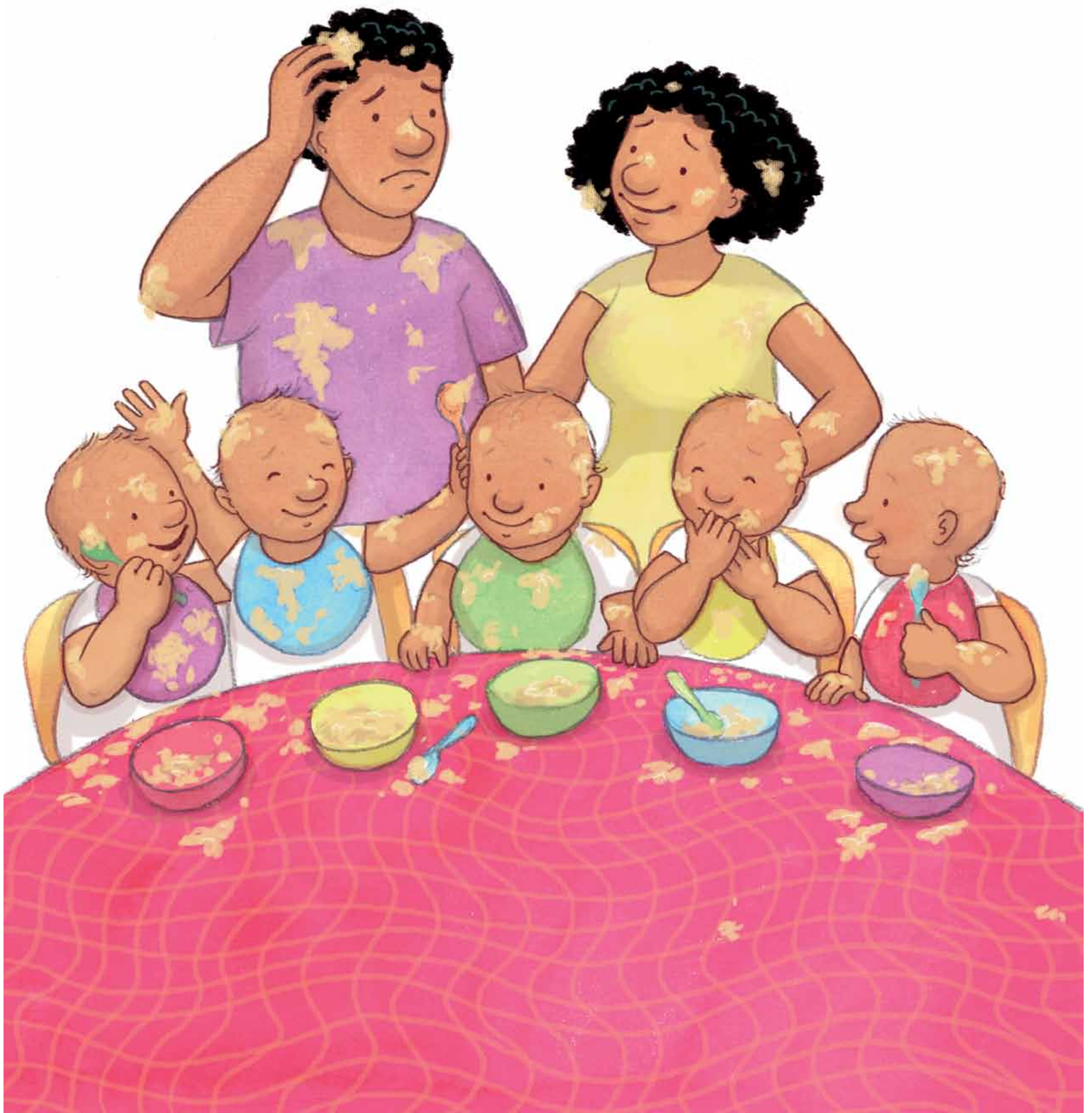
Max got hash on his **chin**.

Wes got hash on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.



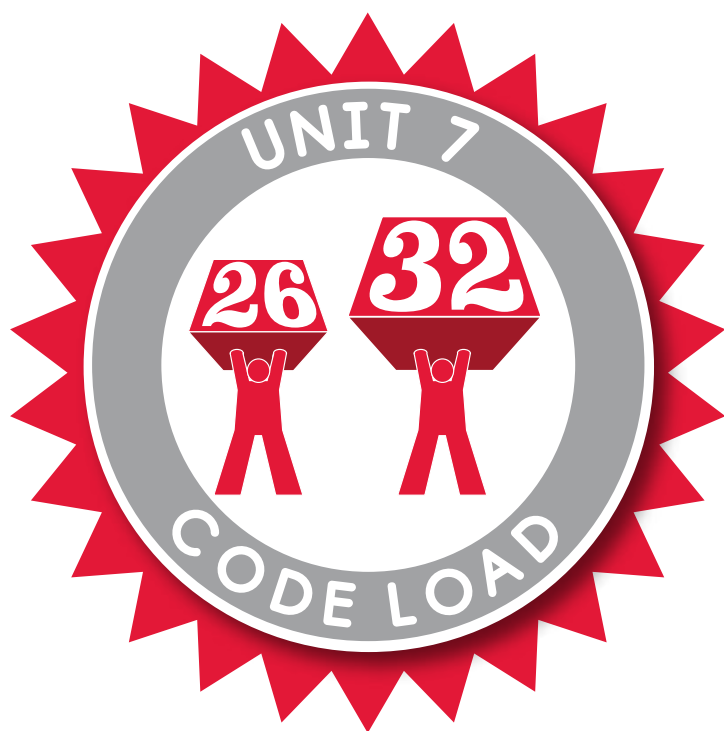
About this Book

This book has been created for use by students learning to read with the Core Knowledge Reading Program. Readability levels are suitable for early readers. The book has also been carefully leveled in terms of its “code load,” or the number of spellings used in the stories.

The English writing system is complex. It uses more than 200 spellings to stand for 40-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses *only* spellings students have been taught to sound out as part of their phonics lessons, plus a handful of tricky words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the “code load” in the decodable readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the opposite page list the specific spellings and Tricky Words students are expected to recognize at the beginning of this reader. The bullets at the bottom of the opposite page identify spellings, tricky words, and other topics that are introduced gradually in the unit this reader accompanies.

Visit us on the web at www.coreknowledge.org



CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

WRITERS

Matt Davis, Erin Kist, Juliane K. Munson, Rachel E. Wright

ILLUSTRATORS

All illustrations by Apryl Stott

Code Knowledge assumed at the beginning of the reader:



Vowel Sounds and Spellings:

/i/ as in *skim*
/e/ as in *bed*
/a/ as in *tap*
/u/ as in *up*
/o/ as in *flop*

Consonant Sounds and Spellings:

/m/ as in *rim*
/t/ as in *got*
/d/ as in *dip*
/k/ as in *cot* and *kid*
/g/ as in *log*
/n/ as in *pen*
/h/ as in *ham*
/s/ as in *sit*
/f/ as in *fat*
/v/ as in *vet*
/z/ as in *zip* and *hums*
/p/ as in *tip*
/b/ as in *bus*
/l/ as in *lamp*
/r/ as in *rip*
/w/ as in *wet*
/j/ as in *jog*
/y/ as in *yes*
/x/ as in *box*

Other:

's (for possession)
't (contraction)
Punctuation (period, comma, exclamation point)

New spellings highlighted in this reader:

/ch/ as in *chips*, */sh/* as in *shop*, */th/* as in *thin*, */th/* as in *this*, */qu/* as in *quilt*,
/ng/ as in *sing*



Seth

Unit 7 Big Book

Skills Strand
KINDERGARTEN